Protocol for Setting Teaching Improvement Goals

Purpose

This protocol is designed to help teachers in professional learning communities (PLCs) collaboratively identify
the research-based teaching practices that they will focus on improving to make progress on their student learning goal.

Suggested Time: 40–45 minutes

Preparation and Materials

* Identify resources that describe research-based teaching practices related to the student learning goal.
* Print or share resources with all team members.

Protocol

1. Establish Roles and Set Norms (2 minutes)

The facilitator ensures that each role for the session is filled: facilitator, timekeeper, notetaker.

The facilitator reminds the group of meeting norms: pausing, paraphrasing, posing questions, putting ideas on the table, providing data, paying attention to self and others, and presuming positive intentions.

2. Review the Schoolwide Student Learning Goal and Teaching Improvement Goal
(3 minutes)

* Review the schoolwide student learning goal and teaching improvement goal.
* Address any clarifying questions about the goals.

3. Review the PLC Team Student Learning Goal (3–5 minutes)

* Review a student learning goal that was set previously.
* Address clarifying questions about the student learning goal.

4. Brainstorm Teaching Practices (20–30 minutes)

Individually brainstorm a list of teaching practices that would most likely help students meet the learning goal. Teaching practices refer to pedagogical approaches that have been shown to support learning (e.g., interactive text experience, academic discourse, formative assessment, scaffolding). You may draw on professional learning provided by your school or district.

* Have a go-around: Share your brainstorm.
* Decide whether the team is ready to set a teaching goal or needs to do additional research and meet again.
* If the team is ready, identify a teaching practice from the brainstorm that will most likely support the PLC in making progress on your student learning goal.

5. Set a Research-Based Teaching Goal (5–10 minutes)

Write a teaching improvement goal.

6. Prepare Next Steps (2–3 minutes)

Outline an agenda for the team’s next meeting.

* What protocol will we use?
* What preparation tasks need to happen in advance?
* Who will be responsible for each preparation task?

Have participants summarize their next steps as a result of this meeting.

7. Debrief the Process (2 minutes)

Beginning with the presenting teacher, participants share reflections about the process and share insights they gained from conversation.

* What supported your learning?
* What could we adjust next time we meet to better support your learning?

Notes: